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ABSTRACT

The six papers in this collection were presented at three sections of the Division of Regional Activities: (1) "A la recherche d'Approches adaptees aux Besoins en Documentation des Africains (In Search of an Approach Adapted to the Information Needs of Africans)" (Touria Temsamani Haji, Morocco); (2) "People's Libraries: An African Perspective" (Philip van Zijl, South Africa); (3) "Community Resource Centres and Their Contribution to the Development of an Alternative Public Library Model in South Africa" (Mary Nassimbeni); (4) "Growth of Libraries Since the Beginning of India's Civilization" (M. K. Jain); (5) "User Education in Chinese Academic Libraries: A Study of Current Programs in Taiwan" (Ellen F. Liu); and (6) "La biblioteca publica como centro de desarrollo cultural comunitario: una experiencia de conceptualizacion (The Public Library as a Cultural Center for the Community: An Experience of Conceptualization)" (Myriam Mejia, Colombia). (MAB)

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57th IFLA
GENERAL CONFERENCE
MOSCOW, USSR
18–24 AUGUST 1991

BOOKLET 8

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DIVISION OF REGIONAL ACTIVITIES

SECTION OF AFRICA

Session 113 20 August 15:00 — 17:30

A la recherche d'Approches adaptées aux Besoins en Documentation des Africains (11–AFRICA–1–F) . . . . . 8–1 — Touria Temsamani Haji, CAFRAD, BP 310, Tanger, Maroc

People's Libraries : an African Perspective (29–AFRICA–2–E) . . . . . 8–3 — Philip van Zijl, Director : Resource Centre, Technikon Mangosuthu, P O Box 12363, Jacobs 4026, South Africa

Community resource centres and their contribution to the development of an alternative public library model in South Africa (53–AFRICA–3–E) . . . . . 8–9 — Mary Nassimbeni, Senior Lecturer in Library and Information Science, School of Librarianship, University of Cape Town, South Africa

SECTION OF ASIA AND OCEANIA

Session 102 20 August 12:00 — 14:30

Growth of Libraries since the beginning of India's Civilization (30–ASIA–1–E) . . . . . 8–14 — M.K. Jain, Director, International Library & Information Consultancy Centre, Delhi, India

User Education in Chinese Academic Libraries: A Study of Current Programs in Taiwan (93–ASIA–2–E) . . . . . 8–18 — Ellen F. Liu, Professor/Librarian, National Chung Hsing University, Taichung, China

SECTION OF LATIN AMERICA AND THE CARRIBEAN

Session 122 21 August 9:00 — 11:30

La biblioteca pública como centro de desarrollo cultural comunitario: una experiencia de conceptualización. (36–LATAM–1–S) . . . . . 8–24 — Myriam Mejía, Jefe de Bibliotecas Públicas, Biblioteca Nacional, Instituto Colombiano de Cultura, Bogotá, Colombia

IR 053 920

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A la recherche d'Approches adaptées aux Besoins en Documentation des Africains

Touria Temsamani Haji
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RESUME

Les échecs de nombreux projets en matière de mise en place d'infrastructures documentaires en Afrique durant les deux dernières décennies nécessitent l'abandon des modèles et réalisations concus en dehors des besoins actuels de la majorité des citoyens africains. Ce qu'il faut c'est une analyse des besoins, une stratégie réaliste et pragmatique et la transformation du bibliothécaire en un agent du développement culturel, scientifique et technique de l'Afrique. Toute sorte d'iniatives locales doivent être prises: l'exemple des Bibliothèques Bénévoles est donné.

La situation des bibliothèques et des services d'information en Afrique reflète la situation économique préoccupante du continent. Face à la pénurie, à l'échec des modèles et des politiques de développement, aux nombreuses certitudes ébranlées, il convient:

— de rechercher de nouvelles approches adaptées aux besoins d'information et de documentation des citoyens africains;
— de dépasser les controverses;
— de faire l'économie des idées reçues;
— de transformer les situations bloquées à l'aide de stratégie raisonnable et d'initiatives.

Adaptation des modèles proposés ou adaptation aux conditions locales?

Les échecs (1) de nombreux en matière de mise en place d'infrastructures documentaires en Afrique durant les deux dernières décennies nécessitent l'abandon des démarches où la réalité doit se plier aux exigences de schémas générateurs de superstructures (2) et des modèles et réalisations conçus en dehors des besoins actuels de la majorité des citoyens africains.

Les buts et la mission de l'infrastructure documentaire à mettre en place doivent être conditionnés par les besoins et la situation du milieu humain qu'elle dessert.

Ce qu'il faut c'est *une connaissance précise du terrain* et des possibilités locales et *une adaptation à ce terrain.*

Le personnel des bibliothèques, des centres de documentation et d'information des pays africains, doit donc adapter ses méthodes aux conditions locales. C'est ainsi qu'il ne doit pas se limiter au rôle traditionnel du bibliothécaire des pays du Nord. Il doit se considérer comme un agent du développement culturel, scientifique et technique de la communauté où il travaille.

Aset égard Rita C. Enwonwu recommandait aux bibliothécaires africains "de participer aux activités d'enseignement de masse qui ont pour but d'apprendre aux populations à lire et à écrire, de développer le niveau culturel et professionnel des masses par l'incitation à la lecture et au développement" (3).

Neeraj K. Duggal recommandait également que les bibliothèques africaines participent aux programmes d'alphabétisation des adultes en leur fournissant le matériel leur permettant de ne pas oublier ce qu'ils ont appris (4).

Un exemple d'initiatives locales: les Bibliothèques Bénévoles pour le Développement de la lecture publique, de l'éducation et de la formation permanente en Afrique

L'alphabétisation et la scolarisation réalisées en Afrique durant les trente dernières années nécessitent le développement d'un véritable *environnement culturel* pour prolonger et rentabiliser les investissements et les efforts entrepris dans le secteur de l'éducation.

Jusqu'à maintenant le développement des bibliothèques et de la lecture publique n'a pas constitué une priorité. Les pays africains se sont seulement attachés à la mise en place de leur système d'éducation, de la constitution des bibliothèques scolares et universitaires et des bibliothèques nationales. "La situation dans le domaine de la lecture publique est encore préoccupante (...) alors qu'elle est une des bases du développement" (5).

Face à cette sitution, et parallèlement aux actions qui devront être réalisées par les pouvoirs publics, les Bibliothèques Bénévoles pourraient contribuer au développement de la lecture publique.

Les Bibliothèques Bénévoles sont des bibliothèques dont la création, l'équipement et les services sont assumés bénévolement.

Là où vivent des personnes et où il n'y a pas de bibliothèques il faudrait créer des Bibliothèques bénévoles.

L'objectif est de permettre à tout habitant du continent de pouvoir trouver des livres et d'autres supports d'information et de documentation pour s'informer, se former et se perfectionner.

La création d'une Bibliothèque Bénévole (B.B.) peut se réaliser par la volonté d'une personne ou d'un groupe des personnes en collaboration avec les organisations sociales et culturelles locales.

Pour réaliser un tel projet, il convient d'entreprendre les actions suivantes:

— *réunir* les personnes intéressées par le projet (groupe des fondateurs) et constituer un Conseil de la B.B. qui élira un président et un directeur de la Bibliothèque. Le conseil examinera toutes les questions concernant l'activité de la bibliothèque et statuera à la majorité des voix;

— *rechercher* et obtenir en don ou en location un local vacant;

— *informer* de la création de la B.B. les organismes nationaux, régionaux et internationaux gouvernementaux et non gouvernementaux interessés par le développement des bibliothèques et des pays africains en général, leur demander d'envoyer toute aide utile (documentation, équipement, volontaires, propositions de coopération etc...);

— *rassembler* des fonds financiers, matériels et documentaires en demandant l'assistance à toute personne ou institution susceptibles d'être interessées par le projet et ayant les moyens d'octroyer des subventions;

— *organiser* et développer les services de la bibliothèque.

L'essentiel des tâches seront assurées par du personnel disponible titulaire si nécessaire formé sur le tas par le bibliothécaire en chef.

Du personnel de réserve sera prévu pour remplacer à tout moment les titulaires absents.

Les Bibliothèques Bénévoles Africaines seront conçues comme des espaces culturels où des élites africaines et autres mettront leurs rejoignent les B.B. pour se développer par la lecture, l'information et la connaissance.

CONCLUSION

Les problèmes qu'affrontent les bibliothécaires africains se situent au niveau de la pénurie des ressources, des moyens humains et matériels.

Face à cette situation la question n'est pas de rechercher un modèle mais plutôt de:

— *connaître* les besoins immédiats en documentation et information des populations africaines et de tous ceux qui oeuvrent véritablement pour leur développement et de travailler à y répondre par tous les moyens possibles;

— *tirer* les leçons des réalisations dans le domaine de la mise en place des infrastructures documentaires dans le passé récent et plus lointain afin de mettre en valeur les acquis et d'éviter de reproduire les erreurs;

— *d'identifier* les problèmes actuels et ceux qui ne manqueront pas de surgir dans l'action afin de rechercher sans cesse les solutions adéquates;

— formuler les problèmes, de fixer les objectifs et les priorités d'une manière réaliste et pragmatique;

— *se mobiliser* et de se sentir profondément engagé pour l'objectif: développement des bibliothèques et des centres d'information pour le développement culturel, scientifique, technique, économique et social des populations africaines.

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People's Libraries : an African Perspective

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Keywords:
Third World Librarianship
African Librarianship
Developmental Librarianship
Resource Centres
Audio-visual materials

ABSTRACT

African Librarians are all sharing the same problems and consequently the same frustrations. Our library services, training, staffing and management structures are based on Anglo/American models.

Relevant library services are placed in an African perspective and ways are suggested to solve the problems by describing a model, based on the short and medium term needs of the people. The developmental potential of libraries is not being realised because of lack of contact between developmental agencies and libraries. Only if this isolation can be broken, will our services become relevant and will libraries become viable.

This paper is intended to serve as background to our deliberations to discuss solutions to our dilemma. The period after the conference should be seen as a year of consolidation and action. Communication structures should be set up between the organised profession, developmental agencies, the library schools and the governments in order to break the vicious circle.

1. INTRODUCTION

We have chosen as a theme for the Africa Section «An African model» to guide us in our planning for library services.

There is an awareness amongst a section of our profession that the models we are working with are not fully meeting the needs of our users. This frustration is widely reflected in the literature or when deliberating with collesgues. All these voices have in the past been individual and often uncoordinated efforts. Now, a coordinated effort to address these frustrations is being attempted.

Development and education are about controlled empowerment. Governments want to empower people with control over their lives in order to gain their political support on the one hand to reduce social responsibilities. If libraries become part of this process of empowerment,they also will become a political force. Then the vicious circle of lack of support by governments and lack of support by the people may be broken.

In this paper I shall address the potential of an African model, share some practical experiences and suggest solutions.

2. AN AFRICAN PERSPECTIVE

I shall look at a library model to serve the needs of the people as widely as possible. My practical experience is based on the conditions in South Africa, but the literature reflects that we share many of the problems in South Africa as in the rest of Africa.

Our services are not relevant and do not meet the needs of the masses and therefore show no short term results. Our training and experience do not prepare us for practice, or to initiate change.

Consequently we also lask the required financial support resulting in lack of adequate services. If we can break out of the vicious circle that we are caught up in, we will gain popular support. With general acceptance and support, libraries will become a force in the developmental process, and the charge of elitism will not be justified. We will be able to take our rightful places in our society. (Walker, 1986: 149). We will be able to empower people and our own status will change.

Our goal must be all the people and not merely a very small portion of the population. This misalignment of our library services stems from our colonial past. Our research, standards, services and training are based on Anglo-American models, and this has led to the frustration that we are

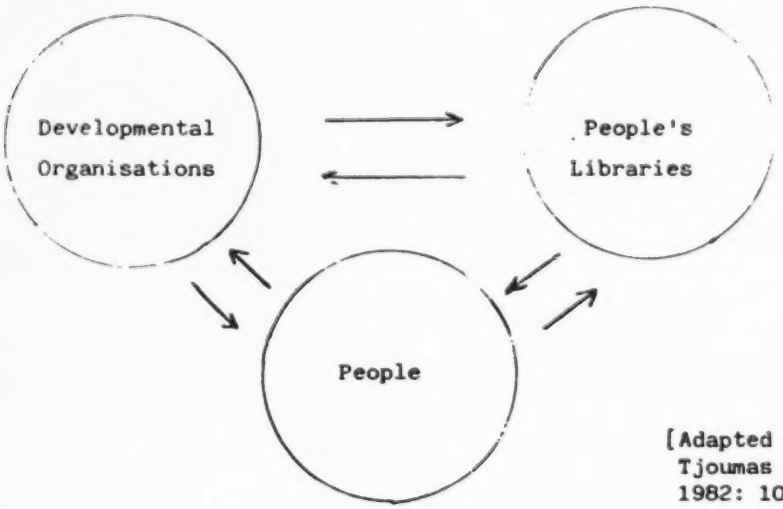
living with now. South Africa shares this frustration. Our profession is controlled by the elite and our services relate to «their» needs. Collectively, South African librarianship has very little to offer African librarianship. There are only individual librarians or liberal University departments that are doing relevant work. Therefore, in the Post-Apartheid South Africa we will also have to start from scratch in the planning and expansion of library services in order to make them relevant to 86% of our population.

3. PEOPLE'S LIRRARIES : AN ALTERNATIVE APPROACH

People's libraries can be broadly defined as those facilities that proactively provide information as well as the physical space to assist people in their decision-making and consequently self development (Van Zijl, 1989 : 2). One may then ask: «What is the difference between conventional libraries and those incorporated under the above definition?» The operative word is «proactively». It implies a break with tradition. To be proactive implies consultation by the information workers in order to provide appropriate services. There is consequently no «single», definitive, descriptive or typical model under this definition and it should be seen as being «in process». The community it serves, with its circumstances, resources and needs, will determine what model will serve it. Therefore, People's Libraries may range from a suitcase library, or room with basic furniture and stock (even as basic as a private collection in a private home), to a modern complex fitted with the state of the art technology and employing specialist staff who disseminate the information and give guidance to users.

There is general consensus that libraries, where they occur, are not being utilized. Africa has no «conventional» library tradition. Our people were our libraries. (Amadi, 1981 : 211) For libraries to become relevant, we need to go back to our roots, and relate our information services to the people and their needs. We have been duplicating foreign models that had their own agendas. Our potential to the development of our nations have not been realised, and indirectly we actually retarded development. Development is a political struggle, and through information people can liberate themselves.

The principle that should be followed in relevant African librarianship is consultation, as was stated earlier. The target group should be as wide as possible, but if one looks at the typical needs of the African society it should address those needs as widely as possible, but also allow accommodation for non-typical members of the community, such as the elite, to whom our services are geared now. If the library is linked to development programmes, the relationship could turn out to be mutually beneficial:



[Adapted from:
Tjoumas and Hauptman
1982: 101.]

If there is communication along these lines, it will prevent the library from coming in competition with other developmental agencies.

In order to accommodate the different approach to library and information services, librarians should also adapt their facilities. As Hugh Haws said: «If you have a great problem and little money,

some things have to be done first and fast!» So, instead of copying Anglo-American standarts we could devise our facilities based on our needs, resources and conditions (Mchombu, 1984 : 564), Stillwell, 1990 : 4), (Lor, 1990 : 75). If we intend aligning our services to national development, the physical facilities will have to relate to information needs as expressed by the exponents of the programmes in religion, health, agricultural extension, appropriate technology, edication, literacy, industrial production, commerce and industry (Mchombu, 1990 : 6), (Navalani, 1990 : 14), (Tjoumas and Hauptman, 1982 : 100 - 101).

There are certain basic spaces that could be provided for : The basic storage of books, newspaper reading tables, community bulletin boards, audio-visual facilities, meeting rooms (that double up as study space, basic production facilities eg. photocopying, and basic graphics. (Van Zijl, 1990b : 13 - 14)

A possible practical example of a people's library is the proposed Umlazi Resource Centre project. This centre will play roles in the following: Community activities centre, Community information centre, Independent learning centre, Formal education support centre, Popular materials centre, Reference library, Research centre, Documentation centre, Resource Centre for teachers. It will avail itself to art, music, drama, childrens' reading, literacy classes. It could produce audio-visual materials and will certainly store them. The building itself will be a warehouse type structure and will offer seating for 1000 persons. The opening hours will be flexible, and will provide for a 24 hour study space.

There is often no electricity available in large parts of Africa and this would have a marked influence on such library development. There are however, especially in Latin America, examples where appropriate programmes have supplied electricity. One can make use of solar power or generated electricity in order to make the facilities more relevant to its direct community and act as a draw card. (Van Zijl, 1990a : 10).

The question of the integration of audio-visual material into an African or Third World Library model has been widely addressed and is well reflected in the literature (Bekker and Lategan : 1988), (John : 1979), (Van Zijl : 1986), (Aboyade : 1984), (Mchombu : 1984, 1990), (Navalani : 1990), (Lategan : 1989), (Kempson : 1986), (Walker : 1988) to mention but a few.

All the studies show consensus. Non-book materials are appropriate to African need and can have a short-term influence on the developmental process, if they are made accessible to the users.

Our curricula are based on Anglo-American models and do not equip our librarians for working with the masses. What we need is what can be called the «barefoot librarian» (Lundu, 1978 : 290) or the «pioneering librarian» (Tjoumas and Hauptman, 1982 : 101). Such a philosophy would equip the profession with appropriately qualified personnel that could relate and communicate to the users on an acceptable level. It could result in building up a broader human resource base that would be more cost efficient that employing «expensive» professionals. (Mchombu, 1984 : 565).

The staffing aspect is very delicate. It is expected of the person who works in a People's Library to be socio-politically aware, to be an educationalist, a manager, an organiser, an information expert and a development officer. In other words, the librarian could act as a catalyst in the developmental process because of its interdisciplinary nature. The needs of people are not always compartmentalised along the lines of specialisation of developmental organisations. (Tjouman and Hauptman, 1982 : 102), (Gassol de Horowitz, 1988 : 107).

In South Africa, community based Resource Centres are springing up all over the Black townships. The reason for this is the lack or irrelevence of library facilities. It is interesting to note that many of these People's Libraries are staffed by non-qualified librarians. When one has contact with these information workers their professionalism and dedication is reflected as a state of mind and not based on qualifications. These are true professionals, sometimes lacking the formal skills, but equipped with a mission. (Lundu. 1978 : 290) There are forums operating in the four major centres in South Africa that coordinate activities and share expertise. These forums have no links with, or support from orthodox library services. Natal Resource Centre Forum, in conjunction with the information Studies department of the University of Natal (Pietermaritzburg), offers an annual in-service training course for these information workers. Areas covered in the course are management, organisation, resource sharing, computerisation, audio-visual material, etc.

4. IMPLEMENTATION

Innovation is widely reflected in the literature. There has been very limited implementation of these theories. This leaves African librarians collectively with the challenge of implementation which depends on many factors.

There should be a sound theoretical base in order to offer guidelines for the implementation. Theories of librarianship should be carefully scrutinized and not merely taken over. Our theories must be developed out of existing social conditions. Such theories have been developed. Examples of where countries have attempted a proactive approach to library services can be found in Ghana, Tanzania, Botswana and Nigeria, but these have been discontinued. (Kadem, 1990 : 35). These failures can ascribed to the fact that libraries were not linked to developmental agencies (Kadem, 1990 : 39). In Tanzania, success was reported when libraries were linked to literacy projects. (Stillwell, 1989 : 47).

Our theory therefore should be based on consultation with the community as well as developmental agencies. Library and Developmental policies can then be implemented as a strategy, again in concultation with the community. Specific programmes can be initiated. Projects as sub-systems of these

programmes should be implemented with continuing evaluation by the information workers in conjuction with the community. Information workers, the community, and the teaching profession are not equipped to implement such a strategy at present.

Without an in depth needs analysis, the implementation of a different model of library will not succeed.

Through participatory or action research, needs can be determined and services developed with the community (Fairer-Wessels, 1990 : 366), (Kempson, 1990 : 2), (French, 1985: 72-73). For too long has the «haves» decided what the «have nots» should have. This does imply a radical change, but the effect will be reciprocal. The information workers as well as the people will reap the benefits from endogenous research (Freire, 1973 : 48). Research based on community involvement has additional spin-offs. It may serve as publicity and create an awareness of needs. It is possible that people are not aware that they have problems, may find it difficult to articulate their needs or even realise that information can be used to solve their problems. (Kempson, 1990 : 5). (French, 1985 : 72). Once participation is assured, a major reevaluation may occur and this will lead to participation and assistance with potential moral, political or even financial support by the masses.

Librarians will need assistance. Research should be done in conjunction with people involved in development with one of the team being an expert in research methodology. (French, 1985 : 75).

All this has implications for the training of our information workers as they will have to be prepared for different roles. Areas that will have to be addressed would include inter alia the marketing, promotion of products and services to the people, colleagues and the authorities; communication skills and resource sharing. (Lor, 1990 : 75-76). If our information workers are not made aware in terms of their developmental roles, it will be very difficult for them to play a role in fields such as health, agriculture, extension and rural development, educational technology, religion, adult education and literacy. Experts from these fields could assist with the training of information workers. We should also look what other disciplines have done in terms of theory, and apply that in our courses.

The corps of information workers that have received such training would be able to make a multidisciplinary contribution to African development. They would be able to take the leadership and give guidance in developmental issues. (Gassol de Horowitz, 1988 : 119). This proactive role as facilitator implies action.

It is up to our library schools to equip our information workers ideologically, sociologically and politically. (Lor, 1990 : 77-78) to be able to act. Once information workers are equipped as such it would be possible for them to communicate with library schools and assist with even a more relevant course content because librarians would have been in contact with the people on grass roots level. When considering illiteracy and the oral tradition in Africa this grass roots, active contact takes on a new dimension in the alignment of needs with appropriate action to meet these needs. (Aboyade, 1986 : 259-260).

We will need staff qualified on an appropriate level to implement this philosophy. With basic library education, staff can be prepared to form a relatively cheap human resources base, in sufficient numbers as was stated earlier. The more highly qualified professional staff can be utilised in more technical roles or to give guidance, in-service training and planning, or perhaps to staff regional depots or centres.

Audio — visual materials have a very important role to play. Information workers should be equipped with the necessary skills to organise and manage appropriate audio-visual materials. Basic production skills in appropriatelow tech audio-visual materials should form part of the array of skills of the products of our library schools.

Individuals do not have much chance of success. We need the organised profession to mobilise the potential of information in development.

To have real effect on change, we need to change our areas of influence from being merely professional organisations focussing on librarianship, to organisations influencing development. Governments in developing countries will usually not concentrate resources on libraries, unless there is strong pressure to do soterest in information work. Consequently, barriers between professions are removed and lines of communication are opened up.

The same stratedy could be applied on a regional and continental level. Decision makers, developmental organisations and agencies should be involved in library activities by inviting such people to participate in research, teaching at library schools, to join our national and regional organisations, to suggest but a few areas of co-operation.

5. CONCLUSION

As African information workers, we have had been exposed to universal, classic education and have had to apply library systems that are inappropriate to our needs. Although frustrating, one should take it as a challenge to synthesize the idealistic and often unrealistic with reality on the ground.

This conference should act as a watershed. Representatives from many African countries are present and all regional organisations are represented.

Workshops on national, regional and continental bases could be formed to work through appropriate models and library services.

The year following this conference should be spent addressing our problems and coming up with

short-term solutions. The first step would be to organise channels of communication in conjunction with developmental organisations, with our users. The findings of these deliberations should be communicated to local, national and regional organisations. The next conference should act as consolidation.

This will leave us with the challenge of innovation in order to implement so that we can address and redress history.

Once areas of excellence have been created the autorities will have to take notice of the role of libraries in development. Development implies change, and development planning should be seen as the shaping of history. We have to be proactive. If we are not, we cannot be partners in the process of planned change and be left in our present frustrated condition. To quote Lenin: «Here a librarian is not an official dealing with books, but he (sic) is, must be, must become a cultural warrior...»

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Community resource centres and their contribution to the development of an alternative public library model in South Africa

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ABSTRACT

M. Nassimbeni (South Africa). *Community resource centres and their contribution to the development of an alternative public library in South Africa.*

The emergence of community resource centres is examined against the background of public library provision for the masses in South Africa which is experiencing a transition to a non-racial democracy. The current model of provision is deficient in terms of access and distribution of services and resources. Community resource centres, by way of contrast, embody many features in their philosophy and practice, that are close to community needs. It is argued that an alternative model of provision, suitable for the new South Africa, should be based on a amalgam of features of the two parallel systems.

INTRODUCTION

South Africa is in the throes of dramatic political and social transformation affecting all institutions and aspects of life. The long term struggles and dramatic changes since 2 February 1990 have heralded a phase of transition to a post-apartheid society in which the gaps between the privileged white minority and the mass of the disenfranchised will have to be addressed. Since education and information are central to the transformation of society, it is necessery to examine the role of library and information services in this process.

Using Schrire's policy evaluation of state structures, I shall argue that public library services reflect his finding that black interests have been disadvantaged in comparison to white interests and that they have been neglected or rejected in terms of resource allocation and issues of symbols and values (13: 79). The current model of provision of public library services is inadequate in terms of distribution of services and resources and access, and also in terms of conception and design for the delivery of appropriate services to all people in a new South Africa. I shall refer only to the salient deficiencies of the public library system insofar as these provide the basis for transformation of an institution capable of contributing to the formation of and serving the future non-recial democracy.

Distribution of public libraries

The most obvious and glaring deficiency of the system is the distribution of libraries. There are 720 public libraries in South Africa (12: 170). Their distribution is heavily biased in favour of white users, towns and suburbs. October 1990 saw the scrapping of the Separate Amenities Act which had allowed local authorities to restrict membership of and access to public libraries on grounds of race. Since then, a number of public libraries have effectively continued to exclude sectors of the population by imposing massive membership fees for "non-residents", in one case as high as R500. Access to even those libraries that are open is problematic because most cities and towns conform to the apartheid city model whose underlying principle is the relationship between the white metropolitan centre and the black urban periphery which acts a dormitory and market for the centre with its concentration of investments and facilities (14: 65-68). Population groups are often geographical separated by major highways, railway lines and other barriers. Although the legislation controlling where people may live is to be scrapped soon, it is likely to be a long time before all residential areas become non-racial.

Since time does not permit an exhaustive analysis of public library provision, I have selected two metropolitan areas for the purpose of comparison. In each case I compare the facilities of a "white"

cite and those areas with the greatest need, viz. the black neighbouring townships because this is where is there are the greatest levels of poverty, dispossession and discrimination (19: 90), and therefore the most compelling need for redress. The term "white city" denotes the white municipal jurisdiction — local authorities are still legislated along lines of race — although the concept is a fallacy because there is, in fact, a singe interdependent economy. The web of legislation and administration responsible for financing and maintaining public libraries is very complex and must take some of the blame for lack of development outside white areas.

Johannesburg, the commercial and industrial centre of South Africa and neighbouring Soweto, the largest black township and, incidentally, the home of Nelson Mandela are the most populous urban centres in South Africa. The statistics in Figure 1 reveal the discrepancies in distribution of libraries and resources in these two centres which are (illogically) governed by separate local authorities:

FIGURE 1
Comparison of distribution of libraries and resources in Johannesburg and Soweto

	POPULATION	AREA (HA)	NO OF LIBS	BOOK STOCK NO OF VOLS
JOHANNESBURG[1,2]	1 739 000	44 457	37	1 544 435
SOWETO[3,4]	2 100 000	7 994	6	34 500
AVERAGE (JOHANNESBURG)	47 000	1 201	1	41 741
AVERAGE SOWETO	350 000	1 324	1	5 750

(Source of figures: 1: ref. 10; 2: ref. 5; 3: ref. 17; 4: ref. 11)

It should be noted that Johannesburg Public Library has been open to al races since 1974 — an action that preceded by fifteen years Parliament's scrapping of statutory discrimination in libraries on grounds of colour.

Turning to the legislative capital of the country, the statistical picture of distribution of libraries in Cape Town and its neighbouring black townships of Guguletu, Langa and Khayelitsha, is displayed in Figure 2. In this and in the Figures that follow I have included statistics for a branch suburban library of the Cape Town City Library system, viz. Rondebosch, to permit comparison of suburban libraries in the different areas. Rondebosch is an affluent white suburb, which is also famous for the historic Groote Schuur, the official residence of the State President.

FIGURE 2

Comparison of distribution of libraries in Cape Town and the townships of Guguletu, Langa and Khayelitsha

	POPULATION	AREA (HA)	NO OF LIBS
CAPE TOWN[1,2]	1 161 223	30 330	32
GUGULETU[3]	260 000	615	1
LANGA[3]	72 500	291	1
KHAYELITSHA[3]	300 000	3 372	1
AVERAGE (IN CAPE TOWN)	36 288	948	1
RONDEBOSCH[1]	17 001	676	1

(Source of figures: 1: ref. 18; 2: ref. 2; 3: ref. 17)

Comparison of major dimensions of service in terms of stock, membership and circulation in the selected libraries is shown in Figure 3. The library in Khayelitsha is excluded because it is not fully operational, having only recently opened.

FIGURE 3

Comparison of major indicators for Cape Town City Libraries, Rondebosch, Guguletu and Langa

	STOCK	MEMBERSHIP	CIRCULATION
CAPE TOWN[1]	1 111 326	243 287	4 664 566
RONDEBOSCH[1]	50 854	12 301	367 100
GUGULETU[2]	14 644	5 066	16 594
LANGA[2]	7 198	1 429	12 457

(Source of figures: 1: ref. 2; 2: ref. 1)

Figure 4 shows the relevant annual per capita circulation figures:

FIGURE 4
Per capita circulation in one year

CAPE TOWN	RONDEBOSCH	GUGULETU	LANGA
19,7	29,84	3,28	8,72

Membership figures for each of the libraries is displayed in Figure 5:

FIRUGE 5
Library membership expressed as percentage of population

CAPE TOWN	RONDEBOSCH	GUGULETU	LANGA
20,95%	72,35%	1,94%	1,97%

The very high membership figure for Rondebosch can be explained, in part by the following factors: it is the educational heartland of Cape Town with a high concentration of educational institutions, including the University of Cape Town. The population figures do not reflect the very large number of pupils, students and staff attached to these primary, secondary and tertiary institutions. Moreover, two suburbs immediately adjacent to it do not have their own libraries.

Given the preceding analysis, the logical question is whether the opening of libraries to all and the establishment of new public libraries will meet the needs of those who have been neglected or excluded. Or will there have to be a re-orientation of approaches to, for example, services, outreach programmes, collection development and cultural accessibility. Useful pointers to these questions can be sought in an examination of the phenomenon of the community resource centre.

THE EMERGENCE OF COMMUNITY RESOURCE CENTRES

This very brief background of public library provision can perhaps partially explain the phenomenon of the emergence of the community resource centres (CRCs) which lie outside the formal infrastructure described above. Their origins have roots in the broader political and educational crises which have engulfed the country and their appearance coincided with the establishment or strengthening of popular oppositional organisations that sprang up in response to a series of political crises. The late 1970s and early 1980s saw the emergence of community organisations, civic associations, youth congresses and the consolidation of trade unions. In Greater Cape Town during the period 1985-1988 82 educational, research, resource and information organisations were established of which 19 were specifically designed as resource centres while others included a resource and information component (9: 48).

In general terms, CRCs may be viewed as "a response to continuing disaffection with formal structures and an attempt to create local community controlled inintiatives for addressing problems that face communities" (9: 33). In many cases the needs assessment that preceded the establishment of such centres revealed that a library or resource facility was an important phase in the development of a community resource centre. Because of the limited success of public libraries to demonstrate their socio-political relevance it was believed that the public library was unlikely to be able to meet the information needs of the communities and organisations served by tne CRCs (6: 2). Popular perception identified public libraries as preserves of the "privileged", the "competent" and the "educated" — to use Simon's terms (15: 5) — and therefore unable or unwilling to re-align their philisophy to render resvices and provide resources designed to empower the oppressed and the dispossessed. As an instrument of "own Affairs" the public library was perceived to be pursuing separatist and divisive cultural policies which did not accommodate the aspirations of the majority of people.

A brief case study of a particular CRC will exemplify and illustrate the essential differences I have referred and also point to the possible future relationship between the two types of libraries. I have chosen the Manenberg People's Centre because its origin captures very well the problems under-

lying the parallel existence of the established and the alternative libraries and also because its current philosophy and the public library's response to its establishment suggest a way forward for future co-existence.

A privately funded enterprise, Manenberg People's Centre was established by the combined efforts of local community members in an area which had become highly politicised during the height of the struggles in the mid-1980s (8: 11). Its establishment was preceded by an exhaustive inventory of resources in the area, including a public library which was deemed to be inadequate for the urgent developmental and educational needs of the community, in the following areas:

— size: too small for a population estimated at 60 000

— material: two little South African material and material judged to be remote from the real and experinced needs of people in an economically depressed area troubled by socioeconomic problems such as poverty, unemployment, gangsterism and alcoholism

— hous of opening: unsuitable for working patterns of many of the residents

— low use by residents and disaffection because of its perceived relationship with the state and the status quo (3).

A systematic needs assessment was carried out by means of a survey of 700 residents and key informants from representative organisations in the community. The configuration of functions and activities of the Centre was determined by the survey which required respondents to identify the desirable components of the facility. A significant number of respondents spontaneously identified a library/resource centre as a desirable component. The Centre comprises photographic studions, computer trainig facilities, music rooms, meeting hals and a library and resource centre.

The organisers of the People's Centre do not see themselves in opposition to the local public library and would welcome cooperation so as avoid, for example, duplication of material. They plan to build links with the public library who are conscious of the problems in the area and have recently adopted a more pro-active stance in the area of outreach programmes which are already bearing fruit.

The operation of the Centre is based on maximum participation from the local community and encouragement of, for example, generation and production of material by residents, e.g. local history projects. It will focus on education and training programmes, e.g. in political education and build up collections of use for the internal organisations attached to the centre such as the local civic association (4).

This analysis of the Manenberg People's Centre demonstrates a number of central features applicable to many CRCs:

— private funding

— close attention to working class cultural needs and processes

— strong links between education and the community

— community definition of content and context of programmes

— significance of the political context

— reliance on material not readily available through conventional or commercial channels

— importance of the concept of people's ownership (7: 89).

CONCLUSION

Significant policy questions for public libraries are promted by the emergence of these parallel or alternative library structures; stake-holders in both types have started to ponder the implications for future directions. The example of the Manenberg People's Centre — although it is in its infancy — demonstrates that there is the potential for the resolution of tensisons and the accommodation of differences; that relationships need not be antagonistic but complementary although the establishment of one is in many casses predicated on the perceived inadequacies of the other; that duplication can be avoided by being aware of developments in related spheres; that co-operation can ensure that resources are wisely utilised and services targeted.

What can public libraries learn from the philosophy and practice of CRCs? Perhaps one of the most important lessons is that the cultivation of grass-roots links and an active policy of community participation can ensure vitality and continued relevance. This objective, in its turn, will probably require a redirection of resources into programmes and collections based on needs indentified and monitored in this way.

What can the public library offer to the CRC? The strengths of the public library lie in its long tradition of professional expertise and skill, its administrative strengths, and its contribution via its material collections to diversity of viewpoint, subject matter and material, which wisely directed and suitably broadened will ultimately foster democracy.

The words of a well known Trade Unionist, Erwin, provide a useful cue to the possible shape of future deliberations between public libraries and CRCs: "We will have to confront the issues and not

the ideological paradigms" (16:32).

Note: Terms such as "white" and "black" ("African") used in the Population Census are employed in this paper for clarity. The author, however, emphatically rejects the criterion of "race" as a classification.

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Growth of Libraries since the beginning of India's Civilization

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The existance of libraries in India can be traced back approximately to 4000 B.C. These ancient libraries were mostly manuscript libraries. Nalanda, Taxila, Pataliaputra Vikramasila and Tamralipti etc. were some of the places in the north where these libraries were located.

In the south, a number of libraries were in existence during the so called Sangam age. In Naladiyar-one of the thirty six Tamil works of the period, there is an interesting reference to libraries and its users.

Chinese travellers like Fahien, Hiuen Tsang and I-Tsing have also given a vivid description of the libraries at Parvata Vihar of Nagarjuna, Nalanda and Vallabhi.

Tradition has it that great Sankara wanted to write a commentary on Lalita Sahasarnam. He, therefore, directed one of his assistants to bring a copy of the Sahasarnama. This assistant brought a copy of the Vishnu Sahasarnama as according to him this was the book given to him by the person in the stacks of the library.

Apart from the seats of learning the big temples had also libraries attached to them, the Vishwanath temple in the north, the Chockanath temple in the south, the Jagannath temple in the east and the somnath temple in the west are examples.

It is said that the great Chola King Rajaraja (985-1018 A.D.) once ordered a vigorous search for the full text of Devaram hymns. After a good deal of effort these were recovered by Saint Nambiandarnambi from the Library of the Nataraja temple at Chidambaram. The Chalukya King Rajandrayana is credited with the founding of a residential college 'Chatikasala', which had on its staff, besides other teachers, six librarians 'Sarasvatibhandarikas' suggesting thereby the existence of a big library.

In the medieval period, libraries had become an essential appendage of a King's palace and librarianship was a profession taken up by men of learning and scholarship. Amir Khusro, the famous poet and musician, was also a Librarian, during the reign of Khilji and Tughlak kings. Zain-ul-Abdin of Kashmir, a great lover of books, had a big library of his own.

Mohamad Gawan, a Minister of one of the Bahamini kings of Deccan, built a college at Bidar which had a library of several thousand books.

Mughal Kings had libraries of their own. Huyamayun had a large library. It is from the staircase of this library building standing in Delhi's Purana Quila that he slipped and had a fatal fall. Akbar Jehangir and Shahjahan likewise, were great patrons of libraries. Prince Dara Shikoh had a big library of his own in Delhi. It was housed in a building at the sight of which stands the Delhi Polytechnic, now called Delhi College of Engineering.

Tipu Sultan is known as a great warrior and an astute rular of Mysore. He was also a great lover of books. He had command over Persian but also knew English and French. When asked by his father Hyder Ali, what type of marriage gift he would like to have, Tipu quipped a library. He further explained I would like to begin collecting books of all cultures, of all nations, to know how men live elsewhere, how they meet evil, of their battles against it. Purnaiya the Prime Minister was entrused with this responsibility and within fifteen years he could make it as one of the finest library in the world.

The books were acquired from all over the world. A large number of books were sent by Count Vergennes, the French Foreign Minister, one of these being a Persian translation of American Declaration of Independence, rendered by Raza Mahdi. Nurul Amin was the chief librarian. Translators in French, German, English, Greek and Latin were appointed for translating books received in these languages. Tipu Sultan set up a network of libraries through out his kindom, as he believed that reading should be as free as breathing.

Tipu Sultan loved the golden moments when his books would arrive. He often said — This is my treasure, a treasure that shall outlive all gold and silver, a treasure no one would robe or destroy. But how sad it was; when English forces overtook Seringapatam, the library became the first casuality.

A descriptive catalogue of the Oriental Library of Tipu Sultan was prepared by Major Charles Stewart, published by Longman & Co. in 1809.

Not only the Muslim Kingship and nobility were interested in libraries but the contemporary rulers in otherparts of the country were no less aware of the importance of the collection and preservation of books etc. In Rajasthan, Rana Kumbha had a good collection. Many of the Jain monks living there had established 'Granth Bhawans' at Jaisalmer, Jaipur, Bikaner, Udaipur and Ajmer etc. Mirza Raja Man Singh had built a good collection of Manuscripts called 'Pothikhana'. Likewise, there were good collections at Bharatpur, Jhalawar and Jodhpur.

Several centres of learning established by the rulers of Karnatak area had manuscript libraries attached to them. In Assam during the period of Vaishnava renaissance 'Sattra and Namghars' were established all over the area.

Serfoji II (1798-1833) a great patron of learning reorganised the library he inherited from the Nayak Kings of Tanjore and this was developed into the famous Saraswati Mahal Library at Tanjore.

The East India Company had a Library attached to their factory at Hooghly, around 1700. The Calcutta-Madrassah established in 1781 had a library attached to it.

Attempts to organise libraries for the general use of the public were perhaps started in the 18th century. The first important data in the development of libraries in India in modern times is the year 1808, when the Bombay Government registered a list of libraries for the distribution of books published from the "funds for Encouragement of Literature". The Bombay Branch of the Royal Asiatic Society (now the Asiatic Society of Bombay) opened a Library in 1804. The Asiatic Society of Bengal had earlier established a library in 1784. The Madras Library Society was founded in 1812.

The Calcutta Public Library was started in 1836 to serve 'all ranks and classes without distinction'. Later, during the viceroylty of Lord Curzon this was purchased from its trustees and thrown open to the public in January 1903 and was named the 'Imperial Library'. After independence, the word Imperial was substituted by the word 'National'. Shri C. Rajagopalachari, the then Governor General of India, approved the idea of locating the National Library at the Balvedere Mansion, formerly the Calcutta residence of the British Viceroys. The Library started functioning there in 1953, its golden jubilee year, after it was formally inaugurated by Maulana Azad.

With the founding of the Universities of Bombay, Calcutta and Madras in 1857, a beginning was made towards the organisation of an important wing of the Library structure of India — the University Libraries.

But the development of libraries in the country would not have taken the shape of a movement if the late Maharaja Sayajirao Gaekwad of Baroda had not appeared on the scene. This distinguished member of the princely order of India was perhaps the most enlightened, visionary and far-sighted ruler. In 1907 he took a bold step in making elementary education compulsory throughout his state. Soon, thereafter, deeply impressed by the role of Public Libraries in the development of education in the United States, which he had recently visited, he conceived of a system of libraries. In 1911, with the help of William Alanson Borden, an American Librarian, he organised a library Department with a Central Library in Baroda and a large number of libraries in the towns and villages of his State. In doing so he exhibited the foresight of a visionary and the zeal of a missionary. In 1912 he said, "There is no more ennobling thing than the reading of good books; it leads men, along flowery pathways, towards earnest and pure lives. I am doing what I can to educate my people to the state where they can read and appreciate great thoughts of the present and of the past, and the result so far has been gratifying. But I would do more. I would bring to the poor man or woman, the ordinary man of the bazaar, to the common people everywhere, this wealth of literature now only known to the educate"

Borden himself was no less enthusiastic. Soon after the scheme was launched he declared, "I am determined to introdunce into Baroda what we in the United States have recognised as goal to be ultimately attained, but which we have not yet reached ..... If there is any value in this library cooperation throughout a large state, let it be remembered that it was first introduced, not in the home of the modern library movement, out own country, but by way down in India, 10,000 miles from here".

The results were spectacular and by the time the Gaekwad passed away in 1939, Baroda had an efficient system of libraries, Central, Prant, town, village, ladies and children as also the travelling libraries, functioning all over the state. This has truly made Maharaja Sayajirao Gaekwad, the "Father of Popular Library Movement in India". As an indication of his great love for Libraries, the Gaekwad made a princely donation of several lakhs of rupees to Banaras Hindu University for its Library building; and the University in turn, in appreciation of the Gaekwad's genuine interest in libraries, named its library as the Sayaji Rao Gaekwad Library.

Inspired by Baroda, Mysora, another progressive State, also promoted a library movement and the influence of Baroda did not take long time to spread in the Bombay Presidency and Andhradesa in Madras.

The experiment at Baroda naturally gave an impetus to the Library movement all over the country. The Andhradesa Library Association was formed in 1914. The Punjab Library Association came into being in 1915 and the Bengal Library Association in 1925. The first All-India Public Library Conference was held at Madras in 1919 and an All-India Public Library Association was formed in 1920. This association organised Nine All-India Public Library Conferences along with the sessions of the Indian National Congress and these were presided over by eminent personalities like Gurudev Rabindranath Tagore, Deshbandhu C.R. Dass, Sir P.C. Roy, Dr. S. Radhakrishnan and others. The Madras Library Association was established in 1928.

The Pioneers who were in the vanguard of this movement were Motibhai Amin, who did commendable work for Library development in Baroda and Gujarat; Kumar Munendra Deb Rai Mahashaya who founded the Bengal Library Association and strove hard for a Bengal Library Act; Shri Gadicharla Hari Sarvottama Rao of the Andradesa Library Association and Asa Don Dickinson, an American Librarian of the Punjab University Library, Lahore, who organised the first ever training course for librarianship in India, outside Baroda, and who was the author of "The Punjab Library

Primer" the first book on Library Science in India. His scheme for training of librarians had such an impanct that L. Rama Krishna, the famous Book-seller of Lahore, got his eldest son trained as a Librarian in order to make him a successful book-seller which he certainly did.

Other who did a lot to awaken the library conscience of India in those days include Dr. A.C.Woolner, Vice-Chancellor of the Punjab University, Lahore; Dr. Sachchidanand Sinha of Patna, Khan Bahadur K.M. Asadullah, Librarian, Imperial Library, Calcutta; Shri J.S. Kudalkar of Baroda; R.B.K.V. Krishnaswami Iyngar of Madras and Sir Abdul Qadir of Lahore.

Departmental Libraries

At the time of independence there were only a few well-organised libraries in the country. The Indian Government after independence re-organised the administration structure, thus, unprecedented expansion and diversification of activities followed as a result thereof. A large number of specialists in all branches of Government activity began to be inducted in public service. It generated a heavy demand for literature, statistical data and intensive reference servise. Obviously such a situation could only be met by rapid acquisition of literature on all subjects. This led to the expansion of Government Departmental Libraries. At present there are about 6000 such libraries.

Library Legislation

During the British regime though the Central and State Governments did not evince much interest in library matters, some eminent librarians of the country did give a serious thought to building up a national library system. By the end of 1946, some draft library development plans were published by them. As a consequence of these writings a national library system began to emerge comprising a national central library in Delhi; five regional national libraries, one in each zone; a state central library in each state; regional state central libraries in each region of the state; a district central library in each district; a city public library system for every city with a population of 100,000 and above; branch libraries in each town; a block or sub-district central library in each development block or sub- district and a panchayat library in each village. The functions of each unit of service enumerated above were also defined.

The pattern of public library development which was conceived of on the eve of Independence, as stated above ultimately came to be accepted by the Central and State Governments. In 1948 the then Madras State was the first to provide the lead in envolving a state public library system through library legislation. The Madras Public Libraries Act 1948 and the Madras Public Library rules made there under, in 1950, set up a state library committee for the purpose of advising the Government on matters relating to public libraries; created the office of Director of Public Libraries for the state to direct library development; established a State Central Library; constituted Local Library Authority for each district and one for the city of Madras to administer library services in their respective areas; imposed a library cess in the form of a surcharge on the urban properties at the rate of 6 pies for every whole rupee paid as property or house tax.

When the first public library legislation was enacted in Tamil Nadu in 1948, it was decided to by pass the local governments and instead constitute autonomous local library authorities, one for each district and the capital city of Madras. The Andhra Pradesh Government adopted a similar law in 1960, providing for a local Library Authority for each district and the capital city of Hyderabad. Karnataka was the third state in the country to enact library legislation in 1965, making an improvement over the earlier two laws of Tamil Nadu and Andhra Pradesh by providing a separate library authority for all the cities in the state. The Maharashtra Government had its library legislation in 1967 and West Bengal in 1979, but they decided to rely on voluntary organisations to provide the lead and government libraries as a matter of policy were established only when voluntary organisations refused to come forward. The Manipur State adopted its legislation in August, 1988, based largely on the West Bengal Act. Kerala & Assam States followed the suit and adopted library Legislation in 1989. Haryana State adopted its legislation only in 1990.

ACADEMIC LIBRARIES

In 1947, only 15% of the population was literate. According to the 1981 census 36.17% of the population is literate. About 5 million students are studying in Universities and other institutions of higher learning, 95 million are studying in schools and other institutions of that level, 3 million are teachers and 1.4 million are scientists and technicians.

School Libraries

There are 6,21,500 schools out of which 4,77,000 are elementary schools, 98,500 are secondary schools and 46,000 are higher secondary schools. Almost all the 46,000 higher sencondary schools have got libraries. 20% of these libraries are managed by professionally qualified librarians, remaining 80% are managed by teachers. The total number of book collection of all secondary and higher secondary schools in 67 million for use by 27 million students, giving an average of 2.5 volumes per student. The average size of the higher secondary school library collection varies between 1,000 and

10,000 volumes and that of all other secondary schools between 500 and 2000 volumes. As regards libraries in Secondary schools the majority of them have only class libraries, Most of the elementary schools do not have libraries. Only a very few elementary schools have libraries. The total expenditure during the year 1979-80 was approximately Rs.4,950 million on the Indian High er Secondary Schools, out of which only Rs.100 million or 2% was spent on library services. Expenditure on other secondary school libraries on the average does not exceed Rs.1000 to Rs.2000 per school and about Rs.500 on library services in per elementary school which has a library.

College and University Libraries

There are 3667 colleges for general education, 3267 colleges for professional education and 1,405 other colleges making a total of 8339 colleges. In addition to these colleges there are 175 universities. Each university and college has its own library. Most of the universities have departmental libraries, which may nor may not be part of the central library complex. With the establishement of University Grants Commission in 1953 the development and financing of university and college library has been satisfactory. Since then over 50 universities have been provided with modern library buildings some of which are centrally air conditioned. The total number of volumes in the collection of all the university and college libraries in India in January, 1980 was 450 million volumes or 9 volumes per student. Book collection of university libraries vary between 50,000 and 6 lakh volumes and those of a college libraries between 10,000 and 50,000 volumes, Annually about 10 million books are added to their collections, giving an average of 1 book per three students. During the year 1978-79 Indian spent Rs.155 million on the university and college libraries.

User Education in Chinese Academic Libraries: A Study of Current Programs in Taiwan

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ABSTRACT

With the increasing emphasis on active and problem-solving learning in university settings in recent years in Taiwan, many academic libraries have devoted considerable resources in teaching potential library users how to locate information efficiently. In order to make assessment of current programs, the author conducted a survey of user education programs in 47 university or college libraries. Orientation (97.87%), library handbook and other printed materials (91.49%), individual instruction (91.49%) and guided tour (89.36%) are found as the most implemented programs in user education. At the same time, independent courses and course-related library instruction, offered in a total of 29 libraries, yield a gratifying 61.70%. The survey findings, compared with figures of a previous survey, are also used to delineate progress made and suggest needs for the future.

User education,[1] enjoying a fairly long history in the western world, has inspired an enormous amount of literature. However, the concept has only gradually emerged and gained professional interest among the academic librarians in Taiwan, the R. O. C., since life-long learning habits and independent self paced- studies have been promoted in the universities in recent years. In order to make assesment of the state-of-the-art, the author conducted a survey of current user education programs in university libraries. The survey findings, compared with figures in published reports, are also used to delineate progress made and suggest needs for the future.

SCOPE OF THE STUDY

Based on the "List of Public and Private Universities and Colleges", published by the Higher Education Section of the Ministry of Education in 1990, we found and surveyed all of 47 university/college libraries which support four-year undergraduate education and various graduate programs. Questionnaires, mailed in mid-November 1990, were all returned by the end of the same year. As some institutions were founded only recently, their library building, personnel, and collections were far from complete, and library activities were thus limited. For example, six universities/colleges were founded during 1989 and 1990. The limited user education programs of these new libraries most probably would have some dragging effect on the total survey findings.

From the diverse programs and activities described in library literature the following are selected as programs to be ascertained by the questionnaire: orientation, guided tour, AV media presentation, library handbook and other printed materials, individual instruction, group instruction, courses, course related instruction, occasional lectures, exhibits. Some of these activities/programs may overlap in contents or means of implementation. For example, the teaching of uses of catalog, reference tools, CD-ROM searches etc. are common contents in both individual instruction and group instruction. It is intented to collect different programs, not necessarily exclusive programs. Trying to learn as much from each library and allow individual differences, we also added "other activities" as the last entry to collect less often implemented programs.

SURVEY FINDINGS

1. Most implemented programs

Among the 47 libraries surveyed, 46 libraries (97.87%) give orientation, 43 libraries (91.49%) hand out library handbooks and other printed materials, 43 libraries (91.49%) offer individual instruction, and 42 libraries (89.36%) have guided tours. These programs rank as the most commonly implemented user education programs in universities (see Table 1).

Table. 1 User Education Programs in University Libraries

Type of Institutions / Programs	Public (n=27)	Private (n=20)	Total (N=47)
Orientation	26 (96.30%)	20 (100%)	46 (97.87%)
Lib Handbook/ Printed Materials	25 (92.59%)	18 (90%)	43 (91.49%)
Individual Instruction	26 (96.30%)	17 (85%)	43 (91.49%)
Guided Tour	24 (88.89%)	18 (90%)	42 (89.36%)
Group Instruction	21 (77.78%)	10 (50%)	31 (65.96%)
Other Activities	21 (77.78%)	6 (30%)	27 (57.45%)
Courses	20 (74.07%)	6 (30%)	26 (55.32%)
AV Media Presentation	15 (55.56%)	7 (35%)	22 (46.81%)
Exhibits	13 (48.15%)	4 (20%)	17 (36.17%)
Lectures	12 (44.44%)	3 (15%)	15 (31.91%)
Course-Related Instruction	7 (25.93%)	2 (10%)	9 (19.15%)

The next most commonly implemented programs, given by over half the surveyed libraries, are: group instruction given by 31 libraries (65.96%), other activities by 27 libraries (57.45%), and library related courses offered by 26 libraries (55.32%). Within the category of "Other Activities" three highest ranking activities are: Looking up Information and Sources in 15 libraries (55.56%), Answers for Awards in 14 libraries (51.85%) and Film Shows in 14 libraries (51.85%).

2. Staff Implementing the Programs

Answers to the question of who among the librarians are responsible for implementing user education programs are to be read with some caution. First of all, many questionnaires would show librarians from more than one department in implementing one program. It is understandable that in a small academic library in Taiwan orientations may take up the whole staff of less than 10 workers. Second, some confusion may arise due to the fact that job titles are not always uniform. In the national universities the title of a "reader services librarian" prevails over a "reference librarian" because the former is officially recognized in the governance codes. In the private universities both titles exist without problems.

Table. 2 Staff and Implementation Analysis

Staff / Programs	Director n %	Ref. Lib n %	R.S. Lib‡ n %	Librarians n %	Off-Campus Specialist n %	Others n %
Orientation N=69	28(40.58%)	20(28.98%)	15(21.74%)	6(8.70%)		
Lib Handbook/ Printed Materials N=46		24(52.17%)	17(36.96%)	5(10.87%)		
Individual Instruction N=45		34(75.56%)		11(24.44%)		
Guided Tour N=65	17(26.15%)	22(33.85%)	17(26.15%)	9(13.85%)		
Group Instruction N=31		24(77.42%)		7(22.58%)		
Other Activities N=49	15(30.61%)			23(46.94%)		11(22.45%)‡‡
Courses N=39	13(33.33%)	4(10.26%)	4(10.26%)	4(10.26%)	14(35.89%)	
AV Media Presentation N=31	3(9.68%)	9(29.03%)	14(45.16%)	5(16.13%)		
Exhibits N=17		4(23.53%)	5(29.41%)	8(47.06%)		
Lectures N=18	6(33.33%)			2(11.11%)	9(50.00%)	1(5.56%)
Course-Related Instruction N=17	5(29.41%)			6(35.29%)	4(23.53%)	2(11.77%)

‡ Reader Services Librarian

‡‡ 9 of the 11 counts are from student societies

From Table. 2 we found that library directors, reference librarians, and reader services librarians are the most often specified work force in most programs while librarians from other departments or non-specified librarians appear in every program. In course work, course-related instruction, and occasional lectures, specialists from off campus play an important role.

3. Selected Program Content Analysis

Blanks were provided after content queries for all eleven programs to solicit additional information for contents of each program. Much of the content information seems to be quite standardized and reflects routine work. Only a few program contents which may call for some attention are discussed here.

Table. 3 Materials Handed Out by Libraries

Materials Handed Out	Libraries N=43	%
Lib Handbook	34	79.09%
Introd. to Lib	27	62.79%
Introd. to Ref. Tools	11	25.58%
Specialized Bibliographies	7	16.28%
Others	9	20.93%

From Table 3 we can see that in the 43 libraries that hand out printed materials, 34 libraries (79.07%) hand out Library Handbooks and 27 libraries (62.79%) hand out Introduction to the Library. Conceivably these are common practices. However, 11 libraries (25.58%) hand out Introduction to Reference Tools and 7 libraries (16.28%) compile and offer Specialized Bibliographies. These minority libraries and their practices seem to demonstrate that some academic libraries have moved toward more advanced coaching.

In both individual instruction and group instruction, CD-ROM searches rank as the subject most often taught, consistently higher than uses of card catalog and printed reference tools. (see Table 4). In the 43 libraries that offer individual instruction, 36 libraries (83.72%) teach CD-ROM searches. In the 31 libraries that offer group instruction, 28 libraries (90.32%) teach CD-ROM searches. The great need and reliance on CD-ROM searches also indicate a tremendous impact of the new media on academic libraries.

Table. 4 Content Comparison of Individual Introduction and Group Instruction

Programs / Contents	Individual Instruction N=43		Group Instruction N=31	
CD-ROM Searches	36	(83.72%)	28	(90.32%)
Use of Ref. Tools	33	(78.74%)	20	(64.52%)
Use of Card Catalog	31	(72.09%)	20	(64.52%)
Manual Searches	27	(62.79%)	17	(54.84%)
On-Line Searches	16	(37.21%)	11	(35.48%)
Others	3	(0.70%)	4	(12.90%)

Course work for user education is another interesting program. At present five universities have departments of library and/or information sciences, but 26 universities offer courses on library and related subjects. Staff of 9 libraries take part in teaching courses on related subjects offered by other departments. Altogether 29 libraries offer independent courses of participate in course-related instruction. The course counts from the survey number 50. With further checking, it is found that some have identical course names. For example, two of the most recurrent course names are: Introduction to Library Science (6) and Use of the Library (5).

4. Compared with Survey Findings of 1983

As Prof. Liu-li Wu's survey of user education done in 1983[2] was found full and thorough among the published reports, findings of the survey are used as a gauge to check for changes or progress made since then. Even though we tried to follow entries of the earlier study, we have to allow more programs in our survey and sometimes names of the programs have to be modified to reflect current

practices.

Table. 5 Matching Programs of 1983 and 1990 Surveys

1983 Survey			1990 Survey		
Programs	N=27	%	Programs	N=47	%
Guided Tour	25	92.59	Guided Tour	42	89.36
AV Media Presentation	10	37.03	AV Media Presentation	22	46.81
Lib. Handbooks	17	62.96	Lib. Handbooks/ Printed Materials	43	91.49
Courses-Use of Library	11	40.73	Courses-Use of Library & Related Subjects	26	55.32
Instruction in Related Courses	2	7.40	Instruction in Related Courses	9	19.15
Lectures	17	62.96	Lectures	15	31.91

Findings on the matching programs are listed side by side in Table 3. In 1983 a total of 27 libraries were surveyed, and in 1990 surveyed libraries increased to 47. With the fact that the academic libraries show a rapid growth in number, most of the programs also enjoyed growth in percentage. Guided tour though dropped a little, remains a favored program in user education. The most dramatic growth appears at handing out library handbooks/ other printed materials. At the same time occasional lectures have declined sharply. Both programs involve librarians largely as a one-time effort. It is tempting to reason that with library handbook and other printed materials, users could fall back on it and to follow up. With an occasional lecture, it is difficult to gauge its influence on users.

CONCLUSION

Although user education has made good progress and gained a foothold in many academic libraries in recent years, most of the favored current programs are still in the initial stages introducing library environment, resources, rules and regulations, etc. to potential users whereas more advanced bibliographic instruction[3] to library users are yet to be emphasized. While studying the survey findings, we also noticed questions yet to be answered. Why are some programs favored over the others? What are the effects of the most implemented programs on users? What are the likely hindrances to implementing the more advanced programs? Bearing questions like these in mind, the author makes the following three suggestions for future action:

1. To promote user education with various programs should be made a common goal of libraries of all types and of all levels. User education should not be regarded as unique in academic libraries. As university education comes in a relatively later stage of formal education, it would really be a great waste to start library user education in universities. If we start programs of user education in the public libraries and school libraries with the youth, the academic librarians could concentrate on more advanced training of uses of reference tools, specialized bibliographies, indexes and abstracts, and computer databases. Even end-user training could be provided to upper classmen, graduate students, and faculty.

2. To establish a clearinghouse to disseminate information, to promote the work, and to coordinate efforts. Some librarians indicated on the questionnaries that they felt isolated in their work and they needed more information to improve and to develop other programs. The workings of the Library Orientation/Instruction Exchange (LOEX) in the U.S. could serve as a model.

3. To designate appropriate professional librarian(s) in charge of the planning and implementation of user education programs. Planning and implementing user education programs call for careful and long-term efforts. To move toward the more advanced but labor intensive programs, hefty investment of manpower and resources are needed. It is better for some fixed and dedicated professionals to study the local situation and choose the most suitable programs to implement.

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La biblioteca pública como centro de desarrollo cultural comunitario: una experiencia de conceptualización.

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Introduction

El inadecuado manejo de un concepto amplio de biblioteca pública como institución cultural de la comunidad, expresado en un activismo cultural, puntual, que no conduce al logro de los propósitos que esta tiene definidos en el Manifiesto de la UNESCO[1] y en la Declaración de Caracas[2] sobre la Biblioteca Pública, fueron entre otros condicionantes, lo que motivó la realisación de un proyecto encardado por el Centro Regional para el Fomento del Libro en América Latina y el Caribe CERLALC,con el auspicio de la Unesco, a la suscrita.

El proyecto comprendía un estudio sobre un cambio en el rol que desempe an las bibliotecas públicas en la comunidad y su transformación en verdaderos centros de animación y desarrollo cultural comunitario[3], con el propósito de aportar a la discusión sobre las características de un modelo o modelos alternativos de biblioteca pública como centro de desarrollo cultural comunitario.

En el mundo de hoy otro es el papel aue se espera deben cumplir las bibliotecas públicas. Estas instituciones en parte han cambiado su aspecto, dejaron de ser lugares solemnes, silenciosos, rígidos para abordar un compromiso mayor: ser puntos de encuentro y proyección de la comunidad con variedad y cantidad de recursos y servicios enmarcados en una dinámica orientada a convertirlas en centros que promueven el desarrollo cultural comunitario, pero:

— Es en sí la biblicteca pública un centro cultural de y para la comunidad?

— Qué clase de objetivos, funciones, organización y servicios debe tener esta institución?

— Qué y cómo debe hacer la biblioteca pública para convertirse en centro de desarrollo cultural comunitario?

— Debe emplear en este proceso una metodología para la acción cultural?

— Cuáles son los campos de acción de la biblioteca pública?

— Cómo conocer la problemática social y cultural de los sectores que pretende la biblioteca pública alcanzar?

— Cómo se motiva y dinamiza a la comunidad?

— Con qué recursos humanos debe contar la biblioteca pública y qué formación y capacitación debe tener el personal que en estas labora, en los diferentes niveles?

— Qué conceptos de cultura, comunidad y desarrollo cultural comunitario manejamos?

— Interesa la cultura popular de la comunidad?

— Para promover la participación de la comunidad, la biblioteca pública debe trabajar para ó con la comunidad?

La respuesta a estas preguntas, entre otras que pudieran formularse, brindaron un camino para la reflexión. Se partió del estudo de la bibliografía existente y de las opiniones de profesionales que han estado vinculados a esta temática en varios países de América Latina. [4]

Este proyecto se articula dentro del programa de acción del Decenio Mundial para el Desarrollo Cultural que tiene cuatro grandes objetivos:

a) Tomar en concideración la dimención cultural del desarrollo;

b) Afirmar y enriquecer las identidades culturales;

c) Ampliar la participación en la vida cultural; y

d) Fomentar la cooperación cultural internacional.

Estos objetivos alcanzan una dimención en la medida en que los distintos actores: sean países, entidades, organizaciones, grupos, comunidades de base, empresas del sector público y privado, fundaciones, organismos del sistema de Naciones Unidas, entre otras, participen y asuman un compromiso frente a esta tarea.

Un cambio en el rol que desempe an las bibliotecas públicas en la comunidad, transformándolas en centros de animación y desarrollo cultural comunitario, toca directamente los objetivos antes se alados y adquire un nivel relevante, sí como vemos, en buena parte de los peque os municipios de los países de la región, practicamente es la única entidad cultural que existe.

I. Aproximación al concerto de biblioteca pública como centro de desarrollo cultural comunitario.

Como decía anteriormente para el desarrollo del proyecto se tomó como base la bibliografía existente disponible, la información, reflexiones y opiniones de profesionales relacionados con las bibliotecas públicas de varios países de la región y nuestra experiencia de trabajo en este sector. Las limitaciones que surgen de esta forma de trabajo pueden ser superadas en etapas posteriores, efectuando acciones que validen el proceso.

Para facilitar la consulta se preparó una guía que incluía tres partes fundamentales:

1. Caracterización de la situación de la biblioteca pública en el marco de la politíca y planes de desarrollo del país y el rol que cumplen en la comunidad.
2. Aspectos teórico-prácticos relacionados con la biblioteca pública y su transformación en centros de animación y desarrollo cultural comunitario.
3. Identificación de los profesionales consultados.

En cuanto al primer punto interesada conocer sí en el país, la biblioteca pública tiene un espacio en los documentos sobre politíca, planes y programas de desarrollo, cultural, social, educativa, cientifica, tecnológica, de informacíon, etc. De no ser así, qué mecanismos sugeriría para lograr un espacio político para la biblioteca pública.

Por otro lado consideramos necesario averiguar sí en el país, la biblioteca pública tiene un espacio en la conciencia de los miembros de la comunidad; sí es conciderada un servicio fundamental, elemento básico del equipamento urbano. De no ser así, cómo lograrlo? Qué factores obstaculizan el proceso? Cuál es el papel que cumple la biblioteca pública en el país?

La segunda parte de la consulta sobre los aspectos teórico-prácticos relacionados con la biblioteca pública y su transformación en centros de desarrollo cultural comunitario.

Los especialistas participantes en la Reunión Regional sobre el Estado Actual y las estrategias para el desarrollo de los servicios de bibliotecas públicas en América Latina y el Caribe declararon su apoyo a los principios generale del Manifiesto de la Unesco sobre Biblioteca Pública y consideraron necesario precisar, sobre la base de estos, el papel de la biblioteca pública en los países de América Latina y el Caribe, para que responda a su proceso histórico, a sus aspiraciones y a sus esfuerzos de integración regional. Como resultado fue elaborada y proclamada en el marco de la mencionada Reunión Regional, la "Declaración de Caracas sobre la biblioteca pública como factor de desarrollo e instrumento de cambio social en América Latina y el Caribe", en ella se establecen las funciones de la biblioteca pública.

Para los efectos del estudio, luego de ocho anos de haber sido enunciadas y con miras hacia el futuro próximo, consideramos necesario reflexionar sobre la vigencia de cada una de las funciones; sus posibilidades reales de cumplimiento en el contexto de cada país y el cómo pueden ejecutarse.

Así mismo, determinar sí había que suprimir algunas de las ocho funciones expresadas en la Declaración, agregarle otras; fusionar en grupos de funciones, establecer prioridades, determinar un núcleo básico de funciones que debería cumplir la biblioteca que se proyecte ó actue como Centro de Desarrollo Cultural de la Comunidad.

Primeros resultados.

El desarrollo de los servicios bibliotecarios y culturales en la región, confronta diversos condicionantes entre otros, problemas políticos, legales, económicos, locativos, de equipo y carencia de resursos humanos capacitados para atender el quehacer bibliotecario y cultural. En términos generales es posible afirmar que aún cuando en América Latina se cuenta con una infraestructura de servicios bibliotecarios públicos, aún hay comunidades que carecen de ella y las que la tienen distan de ser lo que realmente se espera sean, acordes con las necesidades y con los objetivos que se proponen.

A esto anadimos, el inadecuado manejo de un concepto amplio de biblioteca pública como institución cultural de la comunidad. No son claros para los encargados de las bibliotecas públicas los conceptos que involucra, específicamente los relacionados con la cultura e la comunidad. Por tal razón difícilmente podrán proyectarla, imprimirle carácter de auspiciadora y promotora del desarrollo cultural de la comunidad. Tampoco son claros los referidos conceptos para quienes hacen uso de las bibliotecas; qué decir de quienes no tienen conexión con estas? En todos los niveles de la población se evidencia, en mayor o menor grando, una falta de conciencia, conocimiento y comprensión sobre el papel de la biblioteca pública.

En una relación causa efecto, parecería que no hay espacio la biblioteca pública en la conciencia de los miembros de la comunidad y en los casos que lo hay, es el resultato de la correspondencia entre la concepción que sobre ella tienen y la forma como la biblioteca comparence y actua. En principio la biblioteca pública no será más que un reflejo de la noción que tienen quenes la promueven.

De la observación y conocimiento de bibliotecas públicas en algunos países de la región, podemos senalar también que presentan una desarticulación entre los programas y servicios que ofrecen. La biblioteca pública al no ser considerada como un sistema en sí misma, poco puede hacer para formar parte de los demás sistemas en los que por su naturaleza debe estar inmersa.

Así mismo, es poco ó ninguno el espacio que la biblioteca pública ocupa en las politicas culturales de los países de la región y por ende en sus planes y programas de desarrollo cultural; la correlación o nó entre la concepción de biblioteca pública y su instrumentalización, determina igualmente la situación en que se encuentra. Con este panorama que no pretende ser exhaustivo, y en estas condiciones podrá estructurarse un modelo, o modelos alternativos de biblioteca pública como centro de desarrollo cultural comunitario? El deber-ser de la biblioteca pública tiene que partir del ser en la actualidad, sin que esto implique abordar un diagnóstico, pues no fue el propósito del estudio. Sin embargo cuando las necesidades de las distintas comunidades son tan variadas al igual que los medios para resolverlas, no es posible hablar de un modelo.

II. De modelo a lineamientos

De la reflexión en torno al deber ser de la biblioteca pública se esperada como resultado encontrar caminos para llegar más pronto a un objetivo tan ambicioso como es lograr su transformación en un centro para el desarrollo cultural comunitario. Sinembargo, en la consulta quedó claro que no es posible sugerir modelos por cuanto las condiciones de cada comunidad dirán lo que es apropiado. Fue así como se convino plantear lineamientos suceptibles de aplicación en distintos momentos y lugares de la región, en una época de crisis propicia para cambios y en los albores del siglo veintiuno.

Los lineamentos se dividieron en dos partes: la primera es una descripción teórica sobre la biblioteca pública como de desarrollo cultural comunario: concerto, objetivos y funciones. La segunda parte presenta elementos útiles para que la biblioteca pública se puede relacionar e integrar con la comenidad.

III. El marco conceptual

Una reflexión desde los puntos de vista antropológico, sociológico y bibliotecilógico podria ofrecer elementos para alkanzar acuerdos y aproximaciones conceptuales en torno a la necesidad de estructurar con ellos los lineamientos sobre la biblioteca pública como centro de desarrollo cultural comunitario.

El concepto de Biblioteca Pública ha evolucionado desde una visión tradicional en la cual se plantea como la institución creada con el propósito de permitir a todos el acceso a las realizaciones del hombre, registradas, conservadas y transmitidas por medio de la escritura, hasta la de ser la institución que tiene un papel protagónico al facilitar el acceso a toda la población, a la información, a los libros, a la lectura, en general a los bienes y manifestaciones culturales, promoviendo una amplia participación en la vida de la comunidad en la cual está inserta.

"La Biblioteca Pública es una agencia de comunicación, de información y conociciento en la comunidad. Como tal forma parte del sistema de comunicación de la sociedad y junto con otras instituciones propende por el bienestar y desarrollo educativo, cultural, social y económico del individuo y de la colectividad". Tiene por lo tanto un papel especifico al satisfacer necesidades de "conocimiento e información que surgen de la vida cotidiana, del mejoramiento de las condiciones de vida de la comunidad, de la adquisición o perfeccionamiento de habilidades, destrezas y capacidad de trabajo, del deseo de auto-educación, de entretenimiento y recreación, en general de la naturaleza del ser humano en su búsqueda permanente de conocimento.[5]

El concepto que invocamos, no es sólo asunto de nomenclatura. Está dispuesto para promover una nueva figura de la biblioteca. Con base en él intentamos planteamientos en términos más profundos para concluir, — si es posible — si es viable o nó que en las condiciones que viven los países de latinoamérica, con la situación y perspectivas que tienen las bibliotecas públicas, puedan éstas asumir en la práctica el rol que de ellas se espera. Un concepto al alcance de la mano, que pueda ser objeto de realización así sea por lo menos parcial, complementado por condicionantes al deber-ser, que se relacionan directamente con el cómo-hacer, expresado sintéticamente y que dice: "en la medida en que la biblioteca pública se integra a la comunidad a la cual sirve, ofreciéndole un adecuando servicio de información, apoyando, promoviendo y propiciando la organización de formas sociales de expresión de sus manifestaciones culturales, en una u otra forma, motivando a la comunidad hacia la lectura, contribuyendo al proceso de formar lectores, la biblioteca se convierte en un centro de desarrollo cultural comunitario".[6]

Vimos entonces que, la evolución del concepto de biblioteca pública tiene conexión con la forma como se han desarrollo conceptos que de ésta se derivan y la involucran, tales como: cultura, calidad de vida, información, comunidad, participación y desarrollo cultural de la comunidad. Igualmente interesó plantear otros conceptos que tienen estrecho vinculoy correlación para una clara definición del marco conceptual: los conceptos son: democratización de la cultura, lo popular y lo culto,educación, comunicación, institusiones educativas y culturales y la biblioteca pública como agencia de comunicación.

Cada uno de los conceptos antes senalados fue analizado detenidamente de una manera individual y en conexión con los demás para dar un marco a la conclusión de un concepto que los involucra para concluir: la biblioteca pública es la institución cultural del sistema social que:

a) Contribuye a la educación permanente y al desarrollo cultural de la comunidad al facilitar y promover el acceso a los bienes y manifestaciones culturales.

b) Anima procesos de recopilación, organización y difusión de información en sus diferentes formas de presentación, con fines educativos, recreativos, informativos, culturales y de investigación o como apoyo a las actividades cotidianas de la comunidad.

Este concepto ofreció la base para la formulación de objetivos y funciones. Sinembargo, repetitos, las circunstancias locales concretas y las necesidades detectadas harán que se propongan objetivos acordes con cada situación que rolea a la biblioteca pública en una comunidad determinada.

Cuatro objetivos resultaron del concepto presentado, así:

A. *En relación* con la cultura y la participación:

Promover el reslate, el conocimiento, la comprención, la difusión y la defensa de la cultura autóctona como medio de acercamiento a la realidad de la cual se es miembro, y estimular la participación democrática en la vida comunitaria en primera instacia y por ende en la vida nacional; propender por la revalorización de las culturas nacionales y minoritarias para la formación de la identidad nacional, así como elconocimiento y respeto por otras culturas.

B. *En relación con la creatividad y la comunicación:*

Servir como agencia de comunicación de la comunidad; un espacio de encuentro, de reflexión, de creatividad individual y colectiva.

C. *En relación con la información:*

Actuar como centro de información de la comunidad y ofrecer a toda la población el libre acceso a la información cualquiera sea el medio en que esté presentada, acorde con los intereses y necesidades de los individuos; de tal forma que le permita al ciudadano conocer en qué sociedad vive, qué derechos y deberes tiene, cómo puede particular en la vida de su comunidad local, regional y nacional; de manera lo más amplia, actualizada y representativa posible de la suma de pensamientos e ideas del hombre.

D. *En relación con el proceso educativo:*

Apoyar la educación permanente en todos los niveles —formal y no formal—haciendo énfasis en la erradicación del analfabetismo y en los servicios para ninos, jóvenes, tercera edad, neolectores y lectores impedidos social y fisicamente. Así mismo promover y contribuir a la formación de lectores selectivos y creativos.

Para una mejor visualización de los objetivos, funciones, actividades y servicios de la biblioteca pública como centro de desarrollo cultural comunitario se elaboró un cuadro para ser interpetado de manera flexible, pues una actividad puede responder a uno ó más objetivos o de un objetivo derivarse una o más actividades y servicios, dependiendo por su puesto de qué, porqué, para qué, para quién, con quién y con qué se hacen los planes y proyectos bibliotecarios y culturales.

Con base en lo anterior se elaboraron propuestas para desarrollo la conciencia sobre la importancia de la información y de la biblioteca pública, así:

A. *Demostración del valor de la información y la importancia de los servicios.*

Para contribuir a la creación y desarrollo de la conciencia sobre la importancia de la información y de la biblioteca pública desde el punto de vista de su utilidad y necesidad para el meloramiento de las condiciones de vida de la comunidad, la biblioteca pública, debiera empezar por la implementación de programas de demostración de la utilidad de la información, la biblioteca y de concientización de las necesidades de información, que pueden ser satisfechas a través de este tipo de servicios:

1. En primer lugar, los programas de recuperación, divulgación y afirmación de la identidad cultural de la comunidad, facilitarán el que se apropie de ella toda la población. El rescate y la revitalización de las culturas locales contribuyen significativamente al proceso de generación de autoestima, identidad, solidaridad y estimula procesos de organización social autogestionaria, fundamentales para valorar la información y el contenido de los servicios bibliotecarios, en tanto que la información sobre estos aspectos, es generada por la propria comunidad.

2. En segundo lugar habría que implantar programas que muestren a la población no escolar en qué les pueden ser útiles las bibliotecas. Para ello son fundamentales los servicios "información cívica", memoria local o de un sector, que atraigan a la población adulta que acompana a los usuarios escolares, en primer término y luego, a través de campanas especificas y propuestas concretas a la classe politica, a los dirigentes empresariales, cívicos, administradores locales y demás usuarios no escolares. Los líderes de la comunidad comprometidos en este programa, pueden actuar como promotores, logrando con su acción un efecto multiplicador.

3. En tercer lugar habría que implantar programas prácticos, a través de los cuales se ensene algo útil y productivo a la población no escolar, y por medio de ellos se demuestre la utilidad de la lectura en el aprendizaje y en la solución de problemas de la vida cotidiana. En

general aquellos que respondan a intereses de lectura ya detectados en las investigaciones que se realicen en la comunidad. Por medio de talleres, conferencias, cursos, etc. , para grupos de padres de familia, madres comunitarias, trabajadores culturales, etc. , se logra asociar concretamente los recursos y servicios.

4. El cuarto lugar y de manera general habría que desarrollar campanas y realizar tareas de promoción general de lectura: contribuir al proceso de poner en evidencia la necesidad de leer incidirá indirectamente en la conciencia de la necesidad y utilidad de la lectura.

5. El quinto programa de demostración que debiera implantarse, debería ser una campana de promoción de la infraestructura de servicios existentes. Mejorar los servicios y alentar su uso, dándoles a conocer. Los programas de demostración son fundamentales para dar a conocer la importancia de la información,la lectura, la biblioteca pública, la utilidad de sus servicios y crear conciencia entre los miembros de la comunidad sobre su necesidad e importancia.

B. *Cómo lograr la participación de la comunidad?*

La participación en términos generales se puede definir como el acto de compartir algo en común entre varios individuos. La participación cultural podremos definirla como la acción de contribuir equitativamente al proceso de generación de información y cultura, y acceso a los beneficios que de la relación con estas se derivan; al proceso de toma de decisiones que orienten a la biblioteca pública como instrumento de desarrollo cultural para la comunidad. Compartir es importante para las partes que intervienen en la acción. La participación involucra la comunicación y el interés por aportar al cambio lo cual debe suponer como contexto un ambiente favorable y tolerante.

La biblioteca pública que actue como centro de desarrollo cultural comunitario promoverá y logrará la participación de la comunidad cuando:

1. Anima procesos de desarrollo cultural comunitario.
2. Toma en cuenta las formas de organización que tiene la comunidad o se proponen otros mecanismos que permiten la comunicación e interrelación entre sus miembros.
3. Los miembros de la comunidad han identificado y priorizado sus necesidades y establecen las metas para solucionarlas.
4. La mayoría de las propuestas ofrecidas por la biblioteca pública y por la comunidad son pertinentes y se relacionan unas con otras.
5. Prima el interés de la comunidiad sobre el interés individual.
6. Las sugerencias se clasifican, priorizan y se actua con respecto a ellas en lugar de ignorarlas.

Hay dos claves para lograr la participación. Una de ellas es el conocimiento de las cosas que deben hacerse y la otra es el reconociemento de los esfuerzos y el aporte de cada quien. Cuando la biblioteca' pública excluye a la comunidad del planeamiento, cuando sus proposiciones son ignorarla o simplemente no existe mecanismo para presentarlas, cuando no están definidos los deberes y derechos que tiene la comunidad, cuando quienes la dirigen se retraen o colocan por encima de la comunidad, ello hará que la participación se reduzca sensiblemente.

Se definió que el papel de la biblioteca pública en relación con la participación debe ser de estimulador, facilitador, orientador, observador, armonizador; dependiendo de las circunstancias interpretará el papel que le corresponda.

Cualquier programa que la biblioteca pública disene con el propósito de aumentar la habilidad en la participación, deberá seguir los siguientes principios:

1. El planeamiento y desarrollo de la organización y servicios deberá llevarse por la comunidad cara a cara en una relación directa con ella.
2. Los planes deben surgir de las necesidades, deseos y aspiraciones de los miembros de la comunidad.
3. Los planes deben basarse en hechos y concretarse en relizaciones tangibles.
4. Liderazgo profesional de quienes dirigen la biblioteca pública.
5. Debe mostrarse alternativas de solución a las dificultades que den lugar a concretar la aspiración de alcanzar progreso permanente y constante desde la selección del problema hasta la solución.
6. La evaluación del progreso logrado, es la regla fundamental para promover el interés en cualquier actividad.
7. Trabajo en grupos de pequeno tamano para lograr una participación de alta calidad.

Se consideró vital para la formulación de los lineamientos, como hilo conductor el elemento de la participación de la comunidad, para que la biblioteca pública actue como centro cultural comunitario.

IV. Servicios a la comunidad

Los servicios de consulta, lectura, préstamo de materiales que tradicionalmente prestan las bibliotecas públicas no fieron abordados en los lienamientos a diferencia de otras modalidades de servicio que contribuyen y le permiten a la biblioteca pública proyectarse a la comunidad, aprovechando mejor sus recursos y espacios y apropiándose de otras espacios existentes en la localidad probablemente subutilizados, para los propósitos de los servicios: el servicio de información a la comunidad y el servicio de información sobre cultura popular de la comunidad; los servicios para poblaciones dispersas: bibliotecas móviles y cajas viajeras; atención a grupos minoritarios; servicios para ninos, jóvenes y neolectores; y el centro de la memoria.

Un espacio importante dentro de los lineamientos se dió a la animación y promoción cùltural proponiéndose una metodología y una guía para la clasificación de actividades y servicios culturales comunitarios. Igual tratamiento tuvo el tema de las relaciones de la biblioteca pública con otras bibliotecas e instituciones de la comunidad: las bibliotecas escolares; las universidades; con otras instituciones culturales: museos, archivos, cinematecas, casas de la cultura, galerias de arte, pinacotecas, etc. ; con entidades de carácter social; hogares de ancianos, ninos, jóvenes, etc. ; centros de reclusión o rehabilitación, cárceles, fundaciones, hospitales, cooperativas, etc. ; con entidades o empresas de los sectores productivo o de servicios tanto públicos como privados; y con otras bibliotecas existentes en la localidad, la región y el país.

Finalmente el tema del planeamiento y la organización de la biblioteca pública como centro de desarrollo cultural comunitario, el cual para resumir debe apoyarse en una metodología sustentada en los siguentes principios:

— Partir de un diagnóstico participativo que permita:

  a) Identificar los problemas y necesidades culturales y de información de la comunidad y las causas que los originan.

  b) "Identificar las potencialidades de la comunidad, es decir su capacidad para solucionar los problemas y necesidades que se han identificado en el diagnóstico y el apoyo que necesitan de las instituciones.[7]

  c) Establecer y fortalecer relaciones entre el servicio y la comunidad y lograr una actitud cooperativa de la comunidad.

  d) Definir con claridad el qué y el cómo se va a hacer para mejorar cada uno de los aspectos relacionados con la biblioteca pública, en la forma como la comunidad quisiera.

— Aplicar una metodología participativa en el desarrollo de las actividades que incluiria: realización del diagnóstico; elaboración del Plan de Desarrollo de la biblioteca pública, el cual implica traducir en proyectos las soluciones propuestas en el diagnóstico; ejecución, control y evaluación del Plan.

— Combinar la teoria y la práctica buscando un cambio positivo en la actitud de los usuarios y un adecuado comportamiento lector.

— Mantener un carácter de integración interinstitucional y multisectorial en el comjunto de las acciones que se emprendan, de tal suerte que se logre una visión amplia del significado e importancia de los servicios bibliotecarios como elementos que contribuyen al desarrollo integral de la comunidad. Para ello es necesario que la comunidad se organice en torno a la biblioteca pública, se defina quienes van a tener una cuota de responsabilidad frente a los proyectos y cómo se va a asegurar la participación de los miembros e instituciones de la comunidad en estos proyectos. Un punto fundamental sobre éste último aspecto es la capacitación de la comunidad para la participación; así se logra que ella conozca con mayor profundidad todo lo relacionado con el quehacer bibliotecario y cultural y refuerce su compromiso frente a la biblioteca y a la comunidad misma.

V. Conclusiones de los lineamientos.

La biblioteca pública que proyecte su presencia como centro de desarrollo cultural de la comunidad debe establecer contado con todos los sectores que la componen, ofrecerles servicios que satisfagan sus expectativas y necesidades. Debe abrirse a las demás entidades culturales y de servicios asistenciales, lo que le permite establecer una fluidez en la acción cultural que desarrolle. Lo anterior ayuda a concientizar a la comunidad en torno al hecho quela información contenida en los materiales de lectura que ofrecen las bibliotecas públicas, es útil y necesaria, y genera un proceso en el cual la comunidad pasa del hecho pasiviso de recibir materiales e información al hecho activo de incorporarla, asimilarla, recrearla, en fin convertila en elemento que contribuya al desarrollo de cada uno de los miembros y de la colectividad en su conjunto.

En una acción planificada, los servicios bibliotecarios públicos deben estar ligados a otras acciones de desarrollo comunitario tendientes a solucionar problemas básicos de la subsistencia de la población, tratando de ésta manera de demostrar su interrelación y ganar un espacio dentro del grupo de servicios básicos vitales de la comunidad.

La biblioteca pública debe contribuir a afianzar en su comunidad el concepto de identidad cultural

no como una noción nostálgica o romántica sino como up concepto que conjuga la recuperación del pasado, el quehacer del presente y una exploración activa del futuro. Como indica Jesús Martin Barbero, la identidad cultural de la nacionalidad ha de pensarse en términos relacionales y dinámicos, recreaciones en función de esa simbiosis deseable de valores universales, nacionales, regionales y locales.

De allí la importancia que la comunidad se conozca y se reconozsa a sí misma, se pueda expresar y encontrar su propia identidad.

Finalmente podremos decir que es evidente que la biblioteca pública no solucionará los problemas sociales pero sí puede contribuir al logro de una sociedad más justa e igualitaria, a mejorar la calidad de vida y propender por el bienestar comunitario que incluye tanto la satisfacción de las necesidades primarias del individuo como la posibilidad de alcanzar una maduración integral en su calidad de persona y miembro activo de una comunidad.

VI. Conclusiones generales

La realización del estudio que dió lugar a la formulación de los lineamientos sobre la biblioteca pública como centro de desarrollo cultural comunitario constituyó sin lugar a dudas una experiencia importante para el Centro Regional del Libro en América Latina y el Caribe, CERLALC, en su interés por profundizar y aportar a la discusión sobre esta temática. La metodología empleada permitió el logro de los objetivos. Sinembargo, las limitaciones que presenta esta classe de investigación y la dinámica del sector hacen necesario tomar los resultados como un punto de referencia para avanzar en el proceso de conceptualización, al cual invitamos a todos los interesados a particular. En especial para la suscrita, en la condición de responsable de la ejecución del proyecto, significó una maravillosa oportunidad de análisis y colaboración a un propósito que desde hace varios anos compartimos: promover el desarrollo de las bibliotecas públicas en la región.

Notas

1. Manifiesto de la Unesco. 1972.
2. Declaración de Caracas. 1982.
3. Proyecto incluido en el marco del Decenio Mundial del Desarrollo Cultural que fuere aprobado por la Asamblea General de las Naciones Unidas el 8 de diciembre de 1986, el cual se inicia oficialmente en 1988 para finalizar en 1997.
4. Alvaro Agudo, exdirector del Programa de Bibliotecas Públicas del Banco del Libro de Venezuela, ofreció su valiosa colaboración al consultar varios profesionales de México. La autora de este documento hizo lo mismo con profesionales colombianos y recogió las opiniones de los directores de programas nacionales de bibliotecas públicas de Costa Rica, Cuba expresados en los informes que presentaron en el Seminario Regional sobre bibliotecas públicas realizado en Caracas, diciembre de 1989, convocado por el CERLARC con el apoyo del Instituto Autónomo Biblioteca Nacional y de servicios de Bibliotecas, IABN.
5. Instituto Colombiano de Cultura, Sección de Bibliotecas. La Biblioteca Pública: Manual para su organizasiún y funciomiento. Bogotá, Colcultura, Colciencias, 1982, p. 37.
6. Ibid. , pág. 25.
7. Colombia. Servicio Nacional de Aprendizaje. Quó es CAPACA: Capacitación para la participación campesina, 1. Neiva, 1986, p. 3.